Al-Hussein Bin Talal University
College of education
Department of Curriculum and Instruction

Course Descriptions M.A Curriculum and Instruction

Course Number	Course Name and Description	Credit
0101602	**Research Methods in Education:** This course covers methods of selecting samples, writing proposals and its components, comparing qualitative and quantitative research, and common research methods (descriptive and experimental studies) with focus on all types of experimental studies.	3
0101601	**Inference Statistics in Educational Research** The course covers an introduction to hypothesis testing and confidence intervals, inference about the differences between means (e.g., the z-test, t-test, one-way analysis of variance, two-way analysis of variance), multiple comparisons procedures for means, inferences regarding variances, inferences regarding proportions, inferences among correlation coefficients, simple regression(i.e., one outcome and one predicator, issues of sample size planning (from a power and precession perspective), overview of multiple regression, MANOVA, and ANCOVA. The assumptions in which the inferential tests are based will be stressed and the consequences of failing to meet the assumption will be discussed. The importance of defining the question of interest and the use of confidence intervals and effect sizes for reporting and interpretation of results will be a theme permeating the course. Students should be able to conduct all these statistical techniques using SPSS statistical software.	3
0101622	**Theory and Research in Instruction** The course covers concepts and elements of instructions, teaching and learning; instructional models: behaviorist, cognitive, social/psychological, and humanistic; the constructivist model; research in instruction: the effectiveness instruction(process-product model); Research on planning for instruction, instruction and decision making and adapting instruction to individual differences; Research on effectiveness of : teaching by inquiry, teaching by experience, project based learning, problem solving, learning by cases and case history, simulations, role playing and team teaching; factors influencing instructional productivity: content, learner's and teacher's characteristics; learning environment characteristices; instruction evaluation**.**	3
01016011	**Curriculum Planning and Development** The course covers concepts of curriculum and different conceptions; explicit hidden and null curricula; basic curriculum planning paradigms: the analytical (Tyier and Johnson models), practical (Shwab and Wooker models) The critical (freari), curriculum designing, forming goals and objectives, selection of content and learning experiences, insruction and learning srategies, curriculum evaluation, curriculum implantation and curriculum**.**	3

01016012	**Curriculum Evaluation and Analysis:** The course covers concepts and purpose of curriculum analysis, its evaluation models, fields, steps and basis of its appropriate evaluation. In addition to curriculum analysis concerning its philosophy, goals and content. Textbooks analysis concerning its philosophy, goals, content and activities. Also its ways of thinking embodied, attitudes and values development, its design, language, content and questions presenting.	**3**
0101621	**Instructional Design** The course covers the principles of instructional design, the components of the instructional systems, the audio and visual instructional and teaching models. Evaluating instruction system. Also classifying instructional circumstances, lecture, questioning, project, laboratory, inquiry, discovery, individual and group teaching.	**3**
0101613	**Recent Trends in General Curriculum** This course covers theoretical and practical thinking in curriculum, curriculum and educational mobility, research trends in curriculum, curriculum and constructivism , curriculum and norms, accumulation in curriculum, residential education and curriculum, environmental education and curriculum, health education and curriculum, crisis solving and curriculum, curriculum and tolerance and peace concepts.	**3**
0101632	**Theory of Test Development:** This course covers theoretical and practical concepts and assumptions of the measurement theory and its relation to mathematical models and measuring scales. The course discusses the construction of the psychological and educational tests in terms of their preparation, their experimentation, the extraction of their statistical significance, and methods of calculating their standards. The course discusses the reliability and validity of the tests in terms of their theoretical concepts, practical methods in estimating their significance, the factors that would affect their significance, the sources of errors and the ways to deal with these errors. In addition, the course addresses the item response theory.	**3**
0101672	**Graduation Project in General Curriculum and Methods of Teaching** This course covers the requirements of preparing a proposal using an measurement instrument the students constructs to evaluate learners in the field of cognitive abilities, personality traits , or interests or attitudes or motivation factors, excluding academic achievement . in his proposal, the student specifies a research problem, collects data about available sample, defines the research steps including rational of the study, the theoretical framework of the study, review of relevant literature, and methodology. The student plans his/her propsal using the measurement instrument in a sample he or she has chosen and then analyzes the resulting data to find solution. And answer to the research problem and research question, and to verifying the psychometric characteristics of the research tool in terms of their validity and reliability. After extracting the results the student writes his/her research report according to the authentic rules in scientific research.	**3**

0101633	**Advanced Educational Psychology** This course covers the learning-teaching process in the classroom. It deals with educational and instructional objectives, student's developmental characteristics, learning perspectives. This course also focuses on the practical aspects of these theories. Teacher's characteristics and training also will be discussed, and how they will match student's characteristics and learning styles.	**3**
0101630	**Teaching and Learning Classroom Theories** This course covers the theory and practice of learning process. It also deals with the role of theory in explaining, directing and controlling learning. It presents the basic concepts and their application in classical and experimental behaviorism, social learning theories, learning by stimulation, cognitive theories, models of information processing in presenting and explaining learning and the related processes. It also concerns with the theoretical concepts that explain the processes and their theoretical applications.	
0101641	**Modern Educational Thought: Comparative Study** This course covers a survey in depth of educational thought as it is developed through the ages, pinpointing the original roots and the main intellectual trends behind the different educational ideas and principles. It also aims at enabling graduate study students in the field of education understand the philosophical, sociological, cultural and scientific contributions that have led to the formation of educational thought across ages in different human cultures. An analytical – critical is maintained throughout this course with the educational scene in the Arab world is in mind.	**3**
0101652	**Theories in Educational Supervision** This course covers the concepts, development, goals, theories and methods of educational supervision; it also deals with the sources of authority that govern supervision and their philosophical roots. There is an emphases on supervisory leadership and its ethical values and its implication on school climate and culture. The courses discuss the new trends of supervisory visitation, teacher evaluation and supervisory dialogue with teachers.	**3**
0101662	**Using Computer in Instruction** This course covers the concept of computer as a device; the role of computer technology in the learning and teaching process, computer- aided instruction; computer managed instruction; computer applications in education; evaluating educational computer programs; internet and its use in education.	**3**